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| EDCI 710  Instructional Leadership |  | Instructor:  E-Mail:  Phone:  Office:  Office Hours: |
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| Description This module supports candidates in understanding and promoting collaborations with internal and external stakeholders to improve opportunities for student learning. The module expects candidates to deepen understanding of the development and implementation of educational policy while advocating for student learning and the profession at the local, state, and national level.  Rationale  Effective leaders exhibit knowledge and skills that continuously improve instructional programs impacting achievement for all students in collaboration with families and communities. This module serves as the culmination of coursework, thus strands examined in other modules are revisited, refined, and further analyzed to create effective and informed advocates for education at multiple levels.  Goals  Module goals include deepening candidate understanding of:   * Effective instructional leadership practices * The role of collaborative leadership in designing effective instruction * Development and implementation of educational policy in supporting student learning and the profession  Objectives As a result of work in this module, candidates will:   1. Facilitate discussions and activities related to course goals 2. Participate in discussions and activities related to course goals 3. Create a professional learning module (PLP Component D) that addresses district level need 4. Evaluate a peer-developed Professional Learning Module for effective curriculum construction and design principles.  Teacher Leader Model Standards The following Teacher Leader Model Standards are addressed through readings, coursework, and completion of the evidences: Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning  * 1a - Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change * 1b - Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning * 1c - Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning * 1d - Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges * 1e - Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues  Domain 2: Accessing and Using Research to Improve Practice and Student Learning  * 2a - Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning * 2b - Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning * 2c - Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues * 2d - Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning  Domain 3: Promoting Professional Learning for Continuous Improvement  * 3a - Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals * 3b - Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning * 3c - Facilitates professional learning among colleagues * 3d - Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning * 3e - Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning * 3f - Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning * 3g - Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning * 3h - Uses information about emerging education, economic, and social trends in planning and facilitating professional learning  Domain 4: Facilitating Improvements in Instruction and Student Learning  * 4a - Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture * 4b - Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices * 4c - Supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator * 4e - Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe * 4f - Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction  Domain 5: Promoting the Use of Assessments and Data for School and District Improvement  * 5a - Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards * 5b - Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning * 5c - Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues * 5d - Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning  Domain 6: Improving Outreach and Collaboration with Families and Community  * 6a - Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues,families, and the larger community * 6b - Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances * 6c - Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students * 6d - Develops a shared understanding among colleagues of the diverse educational needs of families and the community * 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community  Domain 7: Advocating for Student Learning and the Profession  * 7a - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning * 7b - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students * 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members * 7d - Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals * 7e - Represents and advocates for the profession in contexts outside of the classroom |  | Texts  * Balls, J., Eury, A. D., & King, J. (2011). *Rethink, rebuild, rebound (2d ed.).* Boston: Pearson. Include workbook. * Danielson, C., McGreal, T. L. (2000). *Teacher evaluation: To enhance professional practice.* Alexandria, VA: ASCD. * Noll, J. W. (Ed.). (2012). *Taking sides: Clashing views on controversial educational issues* *(17th ed.)*. Dubuque, IA: McGraw Hill/Dushkin. * Posner, G. J. (2003). *Analyzing the curriculum (3d ed.)*.Boston: McGraw Hill. * Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning.* Alexandria, VA: ASCD.  Evidences Professional Learning Project (PLP)  Component D: Creation of a Professional Learning Module |